**UNIVERSITY OF** **MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name:** Ms. Jones  **Lesson #: 6 Facet:** Self Knowledge

**Grade Level:** 9-Diploma **Numbers of Days: 2**

**Topic:** Depression

**PART I:**

**Objectives**

Student will understand that being healthy will improve their mental health

Student will know critical details in trying to help better your mental state

Student will be able to be aware that physical activity can improve their mental thinking.

**Product:** Glogster

**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**

**Maine Learning Results**

**Content Area:** Health Education and Physical Education

**Standard Label:** H. Physical Fitness Activities and Knowledge

**Standard:** H4 Physical Activity Benefits

**Grade Level Span:** Grades 9 - Diploma

*Students explain the interrelationship of physiological responses and physical, mental/intellectual, emotional, and social benefits related to regulate participation in physical activity.*

**Rationale:** Students will be learning about depression. Just like stress is universal, being depressed at one time another.

**Assessments**

**Formative (Assessment for Learning)**

**Section I – checking for understanding during instruction**

Students will be checking in with me about their grades at of this point. So I will be able to feel around to see what students are getting from the lesson. Students will also be tracing their hands on a piece of paper and the students will be asked to fill each finger in with an idea that we have learned today

**Section II – timely feedback for products (self, peer, teacher)**

Students will be given a rubric of what is expected of them. Teacher will give students time to peer review another groups work to see if expectations are met. Teacher will be using the same rubric to eliminate confusion. Specific feedback will be incorporated on the rubric. Just like any assignments students will be able to improve grades if they see fit.

**Summative (Assessment of Learning):**

Students will be making glogster of their understandings of depression, and how physical activity can play a role into overcoming the disease. Students will be grading on purely the content and creativity of the glogster.

**Integration**

**Technology:**

**Glogster –** Accessing internet to get on to the glogster so that they can make theirs out of this world!

**Groupings**

**Section I - Graphic Organizer & Cooperative Learning used during instruction**

Students will be given the wheel graphic organizer to symbolize the constant battle with depression and to also represent a bike pedal. Students will be able to bounce ideas off of each other, but this lesson could get out of control pretty easy, so the less you are able to say is better.

**Section II – Groups and Roles for Product**

Students will not be put into groups for this Product. This is a very touchy subject. I will indeed reinforce the idea of my classroom being a safe haven for anyone who needs it.

**Differentiated Instruction**

**MI Strategies**

**(Interpersonal):** Students will have limited interaction with others in the class for a couple reasons. I wanted to see

if the overall atmosphere diluted with this activity, and also this is a very treaky subject to teach, because you never

know your students backgrounds to that extent.

**(Kinesthetic**): Students will be up and moving to implement physical activity and how physical activity can help

**(Verbal):** Student will be able to verbalize while there in their groups.

**(Visual):** Students will be able to use glogster to visually capture what different effects are when students get that

depression that sick.

**(Musical):** Students will be able to listen to different types of music, and determine if different genres make them

feel different,

or if it changes their mental state.

**(Intrapersonal):** Students will be able to understand their mental health state and see if it needs changing.

**(Naturalist):** Students will be able to go outside and see if the weather puts them into different mood.

**Modifications/Accommodations**

***From IEP’s (Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)*** *I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*

**Plan for accommodating absent students:** Students that are absent, will be expected to complete the same project. All resources and directions will be posted on the class wikispace.

**Extensions**

**Type II technology:** Students will be using glogster to be able to interact with different sources.

**Gifted Students: Gifted students will be asked to see if they could interview someone for their glogster.**

**Materials, Resources and Technology**

*Hand outs*

*Lots of scrap paper/ index cards*

**Source for Lesson Plan and Research**

[*http://www.mentalhealth.org.uk/help-information/mental-health-a-z/E/exercise-mental-health/-*](http://www.mentalhealth.org.uk/help-information/mental-health-a-z/E/exercise-mental-health/-) *Resource for content notes.*

[**http://www.youtube.com/watch?v=SZ4eljMaX4U**](http://www.youtube.com/watch?v=SZ4eljMaX4U) **–** Tutorial for Glogster

[**http://www.youtube.com/watch?v=fvYk6Fzk92I-**](http://www.youtube.com/watch?v=fvYk6Fzk92I-)YouTube on depression (secrets) Female

[**http://www.youtube.com/watch?v=0BVTdy\_oaq0**](http://www.youtube.com/watch?v=0BVTdy_oaq0)YouTube on depression (secrets) Male

**PART II:**

**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)** *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (3-5 pages)*

**Tables will be set up in a circle**

**Agenda:**

Day 1

* Hook: 5 min
* Lectures: Teacher will be addressing subject-40 min
* Glogster Tutorial – 10min
* Teacher will be meeting one on one with students for the remaining day-15 minutes

Day 2

* YouTube videos: 10min
* Workshop: 50min
* Gallery Walk: 10min
* Start talking about Web quest: 10min

Students will understand that being healthy will improve their mental health. I feel as though teaching kids about depression will help them be more aware. For those students who feel depressed themselves than it shows them that they are not alone, and for those you are not depressed it will show them some empathy on what it is like to be depressed. *Students explain the interrelationship of physiological responses and physical, mental/intellectual, emotional, and social benefits related to regulate participation in physical activity. The Hook that I will be presenting are YouTube videos that are done with just note cards that people have made themselves.*

**Where, Why, What, Hook, Tailors: Visual, Musical, And Intrapersonal**

Students will know critical details in helping to improve your mental state. (See Content Notes) I will be teaching this listen in the most inoffensive way that I can. I am going to opinions stop at the door and talk about most facts. Students will be able to use their graphic organizer to take notes on my lecture. Students will then break up and talk about the ways in which they feel would be an interesting way to get out of the depression slump.

**Equip, Explore, Rethink, Tailors: Logical, Visual, Intrapersonal, Interpersonal**

Students will be able to explore this idea in more depth by looking on the internet and they will be able to “ecperience” something that is depressed, so that they will be able see how upset one really would have to be. Students will be able to beawarethat physical activity can improve their mental thinking. For the roles of the project the students will not be getting into groups, but they will need to role play and incorporate a “secret” video like they have seen on YouTube. Only this is a secret video about how physical activity can help and have them incorporate this in their Glogster. Students will be able to rethink the data when they are adding it into their Glogster. Students will be completing the wheel and also asked different questions on what if scenarios.

**Explore, Experience, Revise, Refine Tailors: Visual, Musical,**

Students will be able to self-assess their own project by checking what they have on a checklist created by the teacher. Students will be able to receive timely feedback back filling out the wheel and also by conferencing with the teacher. Students will be able to take what they learned in this class and be confident in knowing this when depression can grab you and not look good.

**Evaluate, Tailors**

**Content Notes**

Physical activity is also good for your mental health. Experts believe that exercise releases chemicals in your brain that make you feel good. Regular exercise can also boost your self-esteem and help you concentrate, sleep, look and feel better.

 "When I left the gym that morning I felt as if someone had given me a million pounds – it was the sense of achievement."

Being active doesn’t have to mean going to the gym, taking up jogging or wearing lycra. There are lots of ways to be active - and they don’t need to cost much money.

As well as releasing natural chemicals that improve your mood and make you feel happier, having an active lifestyle can do more to help your mental health.

Taking part in physical activities offers many opportunities. It’s a great way to meet people. And it can be a chance to give yourself a well-deserved break from the hustle and bustle of daily life – to find some quiet time.

Leading an active life can help raise your self-worth and improve your confidence. It can help you feel valued – and value yourself.

Exercise and physical activity can provide something worthwhile in your life. Something that you really enjoy, that gives you a goal to aim for and a sense of purpose.

Here are a few of the benefits:

* less tension, stress and mental fatigue
* a natural energy boost
* improved sleep
* a sense of achievement
* focus in life and motivation
* less anger or frustration
* a healthy appetite
* better social life
* having fun.

# Depression Symptoms & Warning Signs

Feeling down from time to time is a normal part of life. But when emptiness and despair take hold and won't go away, it may be depression. The lows of depression make it tough to function and enjoy life like you once did. Just getting through the day can be overwhelming. No matter how hopeless you feel, you can get better. But first, you need to understand depression. Learning about depression—including its signs, symptoms, causes, and treatment—is the first step to overcoming the problem.

## What is depression?

We all go through ups and downs in our mood. Sadness is a normal reaction to life’s struggles, setbacks, and disappointments. Many people use the word “depression” to explain these kinds of feelings, but depression is much more than just sadness.

Some people describe depression as “living in a black hole” or having a feeling of impending doom. However, some depressed people don't feel sad at all—they may feel lifeless, empty, and apathetic, or men in particular may even feel angry, aggressive, and restless.

Whatever the symptoms, depression is different from normal sadness in that it engulfs your day-to-day life, interfering with your ability to work, study, eat, sleep, and have fun. The feelings of helplessness, hopelessness, and worthlessness are intense and unrelenting, with little, if a?

If you identify with several of the following signs and symptoms, and they just won’t go away, you may be suffering from clinical depression.

* you can’t sleep or you sleep too much
* you can’t concentrate or find that previously easy tasks are now difficult
* you feel hopeless and helpless
* you can’t control your negative thoughts, no matter how much you try
* you have lost your appetite or you can’t stop eating
* you are much more irritable, short-tempered, or aggressive than usual
* you’re consuming more alcohol than normal or engaging in other reckless behavior
* you have thoughts that life is not worth living (seek help immediately if this is the case)

## Signs and symptoms of depression

Depression varies from person to person, but there are some common signs and symptoms. It’s important to remember that these symptoms can be part of life’s normal lows. But the more symptoms you have, the stronger they are, and the longer they’ve lasted—the more likely it is that you’re dealing with depression. When these symptoms are overwhelming and disabling, that's when it's time to seek help.

### Common signs and symptoms of depression

* **Feelings of helplessness and hopelessness.**A bleak outlook—nothing will ever get better and there’s nothing you can do to improve your situation.
* **Loss of interest in daily activities.**No interest in former hobbies, pastimes, social activities, or sex. You’ve lost your ability to feel joy and pleasure.
* **Appetite or weight changes.**Significant weight loss or weight gain—a change of more than 5% of body weight in a month.
* **Sleep changes.**Either insomnia, especially waking in the early hours of the morning, or oversleeping (also known as hypersomnia).
* **Anger or irritability.**Feeling agitated, restless, or even violent. Your tolerance level is low, your temper short, and everything and everyone gets on your nerves.
* **Loss of energy.**Feeling fatigued, sluggish, and physically drained. Your whole body may feel heavy, and even small tasks are exhausting or take longer to complete.
* **Self-loathing.**Strong feelings of worthlessness or guilt. You harshly criticize yourself for perceived faults and mistakes.
* **Reckless behavior.** You engage in escapist behavior such as substance abuse, compulsive gambling, reckless driving, or dangerous sports.
* **Concentration problems.**Trouble focusing, making decisions, or remembering things.
* **Unexplained aches and pains**. An increase in physical complaints such as headaches, back pain, aching muscles, and stomach pain.

## Depression and suicide

Depression is a major risk factor for suicide. The deep despair and hopelessness that goes along with depression can make suicide feel like the only way to escape the pain. Thoughts of death or suicide are a serious symptom of depression, so [take any suicidal talk or behavior seriously](http://www.helpguide.org/mental/suicide_prevention.htm). It's not just a warning sign that the person is thinking about suicide: it's a cry for help.

Warning signs

|  |  |
| --- | --- |
| * Talking about killing or harming one’s self * Expressing strong feelings of hopelessness or being trapped * An unusual preoccupation with death or dying * Acting recklessly, as if they have a death wish (e.g. speeding through red lights) | * Calling or visiting people to say goodbye * Getting affairs in order (giving away prized possessions, tying up loose ends) * Saying things like “Everyone would be better off without me” or “I want out” * A sudden switch from being extremely depressed to acting calm and happy |

If you think a friend or family member is considering suicide, express your concern and seek professional help immediately. Talking openly about suicidal thoughts and feelings can save a life!

**Handouts**

*Wheel*

*Rubric*

**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**

***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***

***Learning Styles***

***Clipboard:*** Students will have rubrics as their guidelines for the product***.***

***Microscope:*** Students will this learning style will be able to see as a country why people are much more depressed than our ancestors

***Puppy :*** Students will at first feel very unaware of tensions and where teacher maybe going with this lesson. I hope by the end they are able to open up and not be so scared.

***Beach Ball:*** Students will be have ultimate freedom with this product because they will be completing it on their own.

***Rationale:*** All of the students will be able to relate to depression in some way or another. I want them to be comfortable with the person they are, and if they aren’t, instead of growing deeper in depression having the really try out anything

***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***

***Formative:*** Students will be checking in with me about their grades at of this point. So I will be able to around to see what students are getting from the lesson. Students will also be tracing their hands on a piece of paper and the students will be asked to fill each finger in with an idea that we have learned today

***Summative:***

Students will be making glogster of their understandings of depression, and how physical activity can play a role into overcoming the disease. Students will be grading on purely the content and creativity of the glogster.

***Rationale:***

Student will be able to show their understanding in a bunch of ways

***Rationale:***

***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***

***Content Knowledge:***

***MLR or CCSS:***

Maine Learning Results

Content Area: Health Education and Physical Education

Standard Label: H. Physical Fitness Activities and Knowledge

Standard: H4 Physical Activity Benefits

Grade Level Span: Grades 9 - Diploma

Students explain the interrelationship of physiological responses and physical, mental/intellectual, emotional, and social benefits related to regulate participation in physical activity.

***Facet: Self Knowledge***

***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***

***MI Strategies:***

**(Interpersonal):** Students will have limited interaction with others in the class for a couple reasons. I wanted to see

if the overall atmosphere diluted with this activity, and also this is a very treaty subject to teach, because you never

know your students backgrounds to that extent.

**(Kinesthetic):** Students will be up and moving to implement physical activity and how physical activity can help

**(Verbal):** Student will be able to verbalize while there in their groups.

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depression that sick.

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feel different,

or if it changes their mental state.

**(Intrapersonal):** Students will be able to understand their mental health state and see if it needs changing.

**(Naturalist):** Students will be able to go outside and see if the weather puts them into different mood..

***Type II Technology:*** Glogster will be used as the type 2 technology.

***Rationale:*** Studentswill be using glogster so that they will be able to present information in a multitude of ways.

***NETS STANDARDS FOR TEACHERS***

**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**

a. Promote, support, and model creative and innovative thinking and inventiveness

b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes

d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

***Rationale:*** This will be the product where the teacher will be able to see who puts in the effort/ has a creativity snitch. Personalities should shine out tremendously.

**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources

d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

***Rationale:*** The great thing about glogster this that you can incorporate audio/video/pictures/themes and eye catching graphics!